



**Pueblo Elementary School**  
Crane Elementary District  
2803 W. 20th Street, Yuma, AZ 85364-5008

ARIZONA  
School Report Card  
2001-02

**Principal:** Dr. Kristine Reed  
**Schedule:** 8:00 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** kreed@crane.apscc.k12.az.us

**Grades:** K-6  
**2001 Enrollment:** 728  
**Phone:** (928) 782-3841  
**Fax:** (928) 343-1583

## ▼ School Overview ▼

### Mission

We are dedicated to creating and maintaining an environment which nurtures academic and social growth of our students. Our goal is for every student to master the Arizona Academic Standards.

### Organization and Philosophy

- w Self-contained Classrooms
- w Multiage Classrooms
- w Departmentalized Classrooms
- w Year-round Education

### Instructional Programs

- w Gifted
- w ESL
- w On-site Special Education
- w Special Education Preschool
- w Focused on Arizona Academic Standards
- w Our Belief: Every Student Can Learn

### School/Academic Goals

- w Math is a target area for improvement. We will continue to focus on basic math skills schoolwide. We will also use computer technology to help our students. Mastering the state Math Standards is our goal for all students.
- w Reading is another target area. We are implementing a focused language arts block daily, as well as daily individualized tutoring for students in need. Mastering the state Language Arts Standards is our goal for all students.
- w We will involve our Pueblo families in evening PTO gatherings to provide information to help their children succeed in school.
- w We are also working hard to improve student writing. Students have many daily opportunities to practice a variety of writing skills which are graded using a Six Trait Rubric. Mastering the state Writing Standards is our goal for all students.

### Enrollment

|  |     |
|--|-----|
| October 1, 2000 School Year Student Enrollment:                            | 663 |
| Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> : | Yes |
| Number of Students Attending Under Open Enrollment in 2000-01:             | 0   |

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 2 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w Curriculum Development  
 w Parent/Educator Relations  
 w Extracurricular Activities  
 w School Safety Issues  
 w New Curriculum Previewing

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

| Position                 | Number | Position     | Number |
|--------------------------|--------|--------------|--------|
| Administrator            | 1.50   | Teacher      | 31.00  |
| Other Professional Staff | 2.00   | Teacher Aide | 10.00  |

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

| Experience       | Degree     |          |           |       |
|------------------|------------|----------|-----------|-------|
|                  | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 10         | 2        | 0         | 0     |
| 4 to 6 years     | 3          | 2        | 0         | 0     |
| 7 to 9 years     | 6          | 6        | 0         | 0     |
| 10 or more years | 13         | 13       | 0         | 0     |

## ▽ Shared Responsibilities ▽

### School

We encourage parents to be partners with us in their child's education. We send a monthly newsletter home and we have a Homework Hotline which provides daily communication between school and home. Our PTO & Site Council involve parents and community members in our planning and decision making. Each student receives a handbook, copy of the curriculum and individual classroom rules at the start of each school year. We are within a drug-free zone which provides for increased protection and safety.

### Parents

Parents are asked to be involved daily with their child's education by providing a place and time for homework. Parents are also encouraged to communicate freely with teachers and use the homework hotline regularly. Parents are asked to see that their child comes to school rested, nourished and prepared to learn every day. We ask parents to read aloud daily with their child.

## ▽ Transportation Policy ▽

The Crane Elementary School District provides transportation for pupils in compliance with state law and regulations. Students who reside in the district and whose place of residence is more than one mile from Pueblo Elementary School are eligible to ride the bus.

## ▽ Calendar Information ▽

|  |               |                             |         |
|--|---------------|-----------------------------|---------|
| <b>Number of Instruction Days:</b>     | 178           | <b>First Day of School:</b> | 8/13/01 |
| <b>Average Daily Instruction Time:</b> | 6 hrs. 5 min. | <b>Last Day of School:</b>  | 6/21/02 |

**Operates on Year-round Schedule**

### Report Card Release Dates

|         |         |         |         |
|---------|---------|---------|---------|
| 10/9/01 | 1/18/02 | 3/19/02 | 6/21/02 |
|---------|---------|---------|---------|

### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Two Computer Labs

W Pottery Making Courses

### Extracurricular Activities

W Football

W Softball

W Performing Choral Group

W Computer Club

W Student Council

W Talent Show

### School/Community Resources

W Counseling Services

W Crisis Intervention

W Clothing/Food Banks

W Breakfast/Lunch Programs

W Health Services

W Drug-free Zone

W Recreational Activities

W Before/After School Program (YMCA)

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w We improved our math scores over last year and strive to do so again this year. Our Mastery Math Program helps students learn math at their own pace.</p> | <p>w We are implementing an intensified language arts program which incorporates a Six Trait Writing Rubric.</p> |
| <p>w Our students continue to increase their computer literacy and competence.</p>   | <p>w We have an ELL program that spans from K-6. Students in need receive intensive language instruction.</p>    |

### Student Information: 2000-01 Student Activity Rates

|  | School | Arizona |        |        |
|--|--------|---------|--------|--------|
|  |        | K-6     | 7-8    | 9-12   |
| <b>Attendance Rate</b>                             | 95.3 % | 94.8 %  | 93.5 % | 94.2 % |
| <b>Transfers Out</b> <sup>3</sup>                  | 19.8 % | 16.2 %  | 16.0 % | 20.6 % |
| <b>Transfers In</b> <sup>4</sup> : Within District | 1.7 %  | 3.4 %   | 2.8 %  | 3.0 %  |
| <b>Transfers In</b> <sup>4</sup> : Out-of-District | 9.1 %  | 6.3 %   | 5.9 %  | 7.9 %  |
| <b>Promotion Rate</b> <sup>5</sup>                 | 97.3 % | 98.7 %  | 98.1 % | 94.2 % |
| <b>Retention Rate</b> <sup>6</sup>                 | 2.7 %  | 1.3 %   | 1.9 %  | 5.4 %  |
| <b>Dropout Rate</b> <sup>7</sup>                   | NA     |         |        | 11.1 % |
| <b>Status Unknown</b> <sup>8</sup>                 | NA     |         |        | 6.7 %  |

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

| Award/Honor                     | Year |
|---------------------------------|------|
| National Dairy Council Award    | 1998 |
| ELUS National Hoop Shoot Winner | 1999 |
| State Poetry Finalist           | 2000 |
| All State Band Participant      | 2000 |

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

| Grade 3     |        | Number Tested | MS  | FFB | A   | M   | E   |
|-------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading     | School | 62            | 521 | 6%  | 19% | 48% | 25% |
|             | State  | 60969         | 521 | 11% | 18% | 44% | 27% |
| Writing     | School | 60            | 530 | 10% | 16% | 65% | 8%  |
|             | State  | 59929         | 535 | 12% | 13% | 62% | 13% |
| Mathematics | School | 66            | 512 | 15% | 24% | 34% | 25% |
|             | State  | 61089         | 510 | 14% | 29% | 34% | 23% |

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard  
 A - Percent of students who Approached the standard  
 M - Percent of students who Met the standard  
 E - Percent of students who Exceeded the standard

#### Grade 5

|             |        |       |     |     |     |     |     |
|-------------|--------|-------|-----|-----|-----|-----|-----|
| Reading     | School | 78    | 509 | 6%  | 25% | 52% | 15% |
|             | State  | 63518 | 503 | 22% | 24% | 41% | 14% |
| Writing     | School | 77    | 520 | 7%  | 19% | 61% | 11% |
|             | State  | 62270 | 505 | 19% | 28% | 41% | 12% |
| Mathematics | School | 80    | 509 | 3%  | 40% | 16% | 40% |
|             | State  | 63873 | 487 | 17% | 43% | 12% | 29% |

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

| Grade | Content Area | 1996-1997 |       |    | 1997-1998 |       |    | 1998-1999 |       |    | 1999-2000 |       |    | 2000-2001 |       |    |
|-------|--------------|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|
|       |              | %         | Score | AZ | %         | Score | AZ | %         | Score | AZ | %         | Score | AZ | %         | Score | AZ |
| 1     | Reading      | --        | --    | -- | --        | --    | -- | --        | --    | -- | --        | --    | -- | 71        | 72    | 60 |
| 2     | Reading      | --        | --    | -- | --        | --    | -- | 100       | 49    | 50 | 100       | 45    | 52 | 66        | 48    | 53 |
|       | Language     | --        | --    | -- | --        | --    | -- | 100       | 38    | 40 | 100       | 37    | 43 | 68        | 38    | 44 |
|       | Mathematics  | --        | --    | -- | --        | --    | -- | 100       | 39    | 51 | 100       | 53    | 55 | 68        | 54    | 57 |
| 3     | Reading      | 88        | 42    | 44 | 100       | 43    | 47 | 100       | 39    | 47 | 100       | 48    | 48 | 74        | 43    | 50 |
|       | Language     | 90        | 37    | 45 | 100       | 50    | 49 | 100       | 45    | 51 | 99        | 54    | 54 | 73        | 53    | 56 |
|       | Mathematics  | 88        | 34    | 41 | 100       | 49    | 46 | 100       | 39    | 49 | 99        | 56    | 52 | 74        | 57    | 54 |
| 4     | Reading      | 82        | 42    | 52 | 100       | 41    | 53 | 100       | 65    | 54 | 100       | 45    | 54 | 92        | 59    | 55 |
|       | Language     | 87        | 43    | 45 | 100       | 42    | 47 | 100       | 62    | 49 | 100       | 46    | 48 | 94        | 55    | 50 |
|       | Mathematics  | 86        | 41    | 48 | 100       | 38    | 51 | 100       | 66    | 54 | 100       | 53    | 55 | 94        | 67    | 57 |
| 5     | Reading      | 87        | 48    | 50 | 100       | 46    | 51 | 100       | 44    | 51 | 99        | 44    | 51 | 74        | 47    | 51 |
|       | Language     | 87        | 41    | 40 | 100       | 39    | 42 | 100       | 34    | 44 | 98        | 46    | 45 | 76        | 54    | 45 |
|       | Mathematics  | 84        | 36    | 47 | 100       | 41    | 51 | 100       | 39    | 54 | 96        | 47    | 55 | 76        | 62    | 57 |
| 6     | Reading      | 84        | 46    | 52 | 100       | 56    | 53 | 100       | 57    | 54 | 100       | 50    | 53 | 98        | 51    | 54 |
|       | Language     | 87        | 39    | 40 | 100       | 50    | 41 | 100       | 46    | 44 | 100       | 43    | 44 | 100       | 44    | 45 |
|       | Mathematics  | 86        | 46    | 54 | 100       | 57    | 57 | 100       | 55    | 59 | 100       | 63    | 60 | 100       | 71    | 63 |

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

|                   | <b>Reading</b>  | <b>Math</b>   |
|-------------------|---|---|
|                   | <b>Percentage of Students Achieving<br/>One Year's Growth</b> | <b>Percentage of Students Achieving<br/>One Year's Growth</b> |
| <b>Grades 2-3</b> | <b>71</b>   | <b>82</b>   |
| <b>Grades 3-4</b> | <b>90</b>   | <b>83</b>   |
| <b>Grades 4-5</b> | <b>58</b>   | <b>70</b>   |
| <b>Grades 5-6</b> | <b>83</b>   | <b>94</b>   |
| <b>Grades 6-7</b> | <b>***</b>  | <b>***</b>  |

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The DARE Program is our strong link with local law enforcement agencies. All grades receive instruction from our DARE Officer throughout the year, including information on making choices regarding drugs, smoking, gang involvement and peer pressure. We will also be scheduling several informational sessions for parents throughout the year to keep them current on drugs and violence issues in Yuma.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

| <b>Expenditure Category</b>                  | <b>*Per Pupil Expenditures by Category</b> | <b>School Expenditures by Category</b> |
|--|--|--|
| Classroom Instruction                        | NDS  | NDS                                    |
| Classroom Supplies                           | NDS  | NDS                                    |
| Administration                               | NDS  | NDS                                    |
| Support Services-Students                    | NDS  | NDS                                    |
| Other Support Services and Operations        | NDS  | NDS                                    |
| Total Expenditures- All Categories 1999-2000 | NDS  | NDS                                    |

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$233,953.50 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

|                                  | <b>Name</b>     | <b>Phone</b>   | <b>Extension</b> |
|----------------------------------|-----------------|----------------|------------------|
| <b>School Site Council</b>       | Kristine Reed   | (928) 782-3841 |                  |
| <b>Transportation Policy</b>     | Margaret Wapler | (928) 373-3465 | 260              |
| <b>Community Resources</b>       | Kristine Reed   | (928) 782-3841 |                  |
| <b>School Nutrition Programs</b> | Jane Johnson    | (928) 373-3480 |                  |
| <b>Parent Organization</b>       | Beth Marschall  | (928) 782-3841 |                  |
| <b>Student Health/Nurse</b>      | Diane Morris    | (928) 782-3841 | 15               |

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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